

Upcoming Workshops

at the Marriott, Saddle Brook, NJ

Garden State Parkway at I-80 • 201-843-9500



MARY EHRENWORTH, October 23, 24 & November 6, 2007

Writing Workshops with **Mary Ehrenworth**,
deputy director of Teachers College Writing Project
Narrative Writing: October 23 • Fiction Writing: October 24 (grades 3-9)
Nonfiction Reading and Writing: November 6 (grades 6-12)



VIRGINIA LOCKWOOD, October 29, 2007

Lifting the Quality of Student's Writing with **Virginia Lockwood**,
former staff developer of Teachers College Writing Project
(grades K-2)



RUBY PAYNE, November 26, 2007

Teaching Students From Poverty, with **Ruby Payne**,
author of **A Framework for Understanding Poverty**
(grades K-12)



LAURA ROBB, December 3, 2007

Teaching Reading Comprehension with **Laura Robb**,
author of **Teaching Reading: A Complete Guide for Grades 4 and up**
(grades 4-9)



LESTER LAMINACK, December 4 & 5, 2007

Writing Workshops with Heinemann author **Lester Laminack**,
grades K-2: December 4th • grades 3-8: December 5th



MEL LEVINE, December 6, 2007

Understanding and Managing Learning Differences in Children with **Mel Levine**,
author of **A Mind At A Time** and **The Myth of Laziness**
(grades K-12) Lakewood, NJ [see website for information]



GEORGIA HEARD, January 16, 2008

Teaching Revision Strategies with **Georgia Heard**,
author of **A Revisor's Toolbox**
(grades 3-8)



CARL ANDERSON, May 14 & 22, 2008

Effective Writing Conferences with **Carl Anderson**,
author of **How's it Going**
grades K-2: May 14th • grades 3-8: May 22nd

See full descriptions of each workshop on our website: sdworkshops.org

NARRATIVE WRITING: TEACHING STRUCTURE, CRAFT AND CONVENTIONS IN PERSONAL NARRATIVE AND MEMOIR *For teachers of grades 3-9*

PRESENTED BY MARY EHRENWORTH, DEPUTY DIRECTOR OF TEACHERS COLLEGE READING AND WRITING PROJECT, COLUMBIA UNIVERSITY



October 23, 2007 • Marriott in Saddle Brook, NJ

This day-long seminar is for teachers interested in creating or revising a unit of study on personal narrative writing, and teaching the qualities of narrative writing across a year in writing workshop. In this workshop, Mary Ehrenworth will focus on the strategies that raise the quality of students' narrative writing, and build strong and independent writers. Participants will learn to generate and modify their own mentor texts in order to successfully teach grammar, craft, and revision to their students. Mary will also address methods of instruction, coaching, and conferring in writing workshop, and she will examine important elements such as sustaining notebooks, the issue of homework, of writing partnerships, and issues of independence and rigor.

Highly Recommended by Shelley Harwayne

"Mary provides practical and fresh supports for struggling or complacent students, including observations, storytelling, teacher modeling, partnerships, side-by-side conversations, and templates to follow."

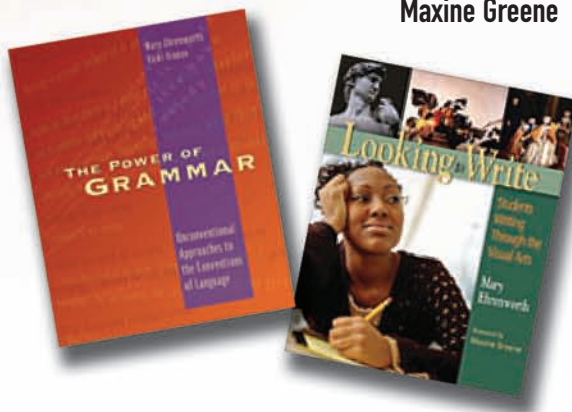
Shelley Harwayne
praise for Looking to Write

"Mary Ehrenworth tempts, suggests, arouses; she helps us over the obstacles to the mastery of writing."

Maxine Greene

Dr. Mary Ehrenworth is a national literacy consultant as well as a staff developer and researcher for Teachers College, Columbia University, where she is Deputy Director of the Reading and Writing Project. She has an Ed.D. in Curriculum and Teaching from Teachers College, and is the author of many articles and books, including: *Testing Realities: Preparing Students for High Stakes Literacy Exams* (Heinemann, 2007); *The Power of Grammar: Unconventional Approaches to the Conventions of Language* (Heinemann, 2004), co-authored with Vicki Vinton; and *Looking to Write: Students Writing Through the Visual Arts* (Heinemann, 2003).

About the Presenter



MARY EHRENWORTH

TEACHING YOUNG WRITERS TO WRITE SHORT FICTION

For teachers of grades 3-9

PRESENTED BY MARY EHREWORTH, DEPUTY DIRECTOR OF TEACHERS
COLLEGE READING AND WRITING PROJECT, COLUMBIA UNIVERSITY



October 24, 2007 • Marriott in Saddle Brook, NJ

This seminar is for teachers who have taught personal narrative and/or memoir writing, and would like to expand or deepen their students' power in other narrative genres such as fiction. Mary Ehrenworth will demonstrate how to plan a unit, how to inter-relate texts from the reading curriculum, how to study the craft of authors as mentors, and how to assess where students are in a narrative writing continuum and where they are ready to go next. Many teachers wish to improve the quality of their students' writing but are unsure which qualities to emphasize, and which strategies to teach. Mary will look closely at these strategies, as well as methods for teaching students to be increasingly knowledgeable and independent.

Highly Recommended by Shelley Harwayne

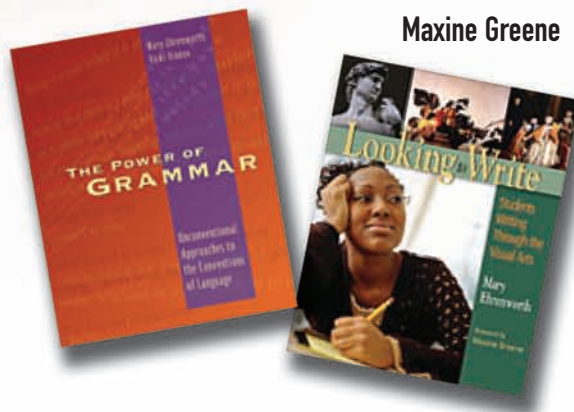
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About the Presenter

MARY EHREWORTH



POWERFUL PRIMARY WRITERS' WORKSHOPS: A CLOSE LOOK AT PRECISE AND PURPOSEFUL TEACHING AND LIFTING THE LEVEL OF OUR YOUNGEST WRITERS WORK

Grades K-2

October 29, 2007: Marriot in Saddle Brook, NJ

In this seminar designed for teachers with well-established Writers' Workshops in their classrooms, Ginny Lockwood will share a variety of curricular calendars and units of study closely considering expectations for content, structure and conventions in young writers' work across the year. She will discuss the importance of Interactive Writing and Shared Reading, two critical components of any framework that supports independence and achievement in primary Writers' Workshops. Ginny will also offer concrete suggestions for addressing a variety of individual student's needs and will guide participants in planning for effective differentiated small group work all in service of lifting the level of all children's writing. This day is sure to leave participants excited to make small yet powerful changes to their already established Writer's Workshops.



Virginia Lockwood is a former teacher who now consults and provides staff development in reading and writing instruction, curriculum development, and instructional leadership across the country. Ms. Lockwood, also works with the Reading and Writing Project at Columbia's Teachers College in New York City. Her literacy in-services provide an in-depth look at rigorous teaching and learning and include live or videotaped lessons with students, direct connections to classroom practice using student work, examination of standards, and time to plan for powerful classroom instruction. She is currently writing her first book for Heinemann Publishers.

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About the Presenter

INCREASING COMPREHENSION, ENGAGEMENT, AND TALK WHEN THINKING DEEPLY ABOUT THE CHARACTERS IN THE BOOKS WE READ

Grades K-3

October 30, 2007: Lakewood, NJ

Authors introduce us to the world of story by inviting us to come to know characters well and to experience their worlds right along side them. Looking closely at characters affords readers opportunities to do the kind of reading work required to comprehend on higher and higher levels and to come to define reading as an active, interactive and exciting process; one that can and should change how we live in the world. This workshop will explore ways to help kids think deeply about the characters in the books they read.

Items to be addressed will include:

- Developing units of study in character to promote higher levels of comprehension
- Explicit strategies for unlocking powerful talk in our classrooms, the kind of talk that helps young readers to develop strong opinions
- Techniques for developing comprehension in the Read Aloud
- Suggestions for modeling, explicit teaching, and a variety of purposeful ways we can guide students towards independence
- Ideas for conferring that help students read more interactively and with stronger meaning
- Planning more useful mini-lessons to help students articulate their thoughts and explore other's ideas



Virginia Lockwood is a former teacher who now consults and provides staff development in reading and writing instruction, curriculum development, and instructional leadership across the country. Ms. Lockwood, also works with the Reading and Writing Project at Columbia's Teachers College in New York City. Her literacy in-services provide an in-depth look at rigorous teaching and learning and include live or videotaped lessons with students, direct connections to classroom practice using student work, examination of standards, and time to plan for powerful classroom instruction. She is currently writing her first book for Heinemann Publishers.

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About the Presenter



REACHING AND TEACHING STUDENTS FROM POVERTY: HELPING STUDENTS ACHIEVE ACADEMIC SUCCESS *Grades K-12*

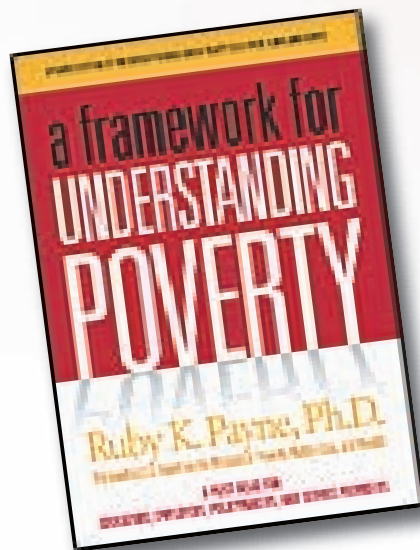
PRESENTED BY RUBY PAYNE, AUTHOR OF *A FRAMEWORK FOR UNDERSTANDING POVERTY*

November 26, 2007: Marriot in Saddle Brook, NJ

Children from poor families often benefit from explicit instruction and support in areas that could be taken for granted among middle class students. Those include “unspoken rules”, mental models that help learners store symbolic information, and the procedures that it takes to complete an abstract task. This seminar will give you a deeper understanding of your students challenges and strengths as well as useful intervention strategies proven to increase your effectiveness with teaching students from poverty.

You Will Learn:

- Techniques for overcoming barriers that affect learning and work habits
- Specific strategies for developing verbal, abstract, and proactive skills, necessary for success in the classroom
- Discipline interventions that improve behavior
- The eight resources that make a difference in success



Ruby K. Payne, Ph.D. has been involved with education since 1972 as a teacher, principal, consultant, and administrator. Her first book, *A Framework for Understanding Poverty*, is a powerful tool for educators to use when dealing with children from poverty. In her book, Ruby discusses the hidden rules that govern how each of us behaves in our social class. Those rules, because they are hidden and only known to those within the group, prove to be a major stumbling block for individuals trying to move to a new social class. Students from poverty often languish in classrooms run by members of middle class because those are the rules that govern. Ruby has developed this message for seminars and workshops as well. Speaking to approximately 200 groups a year, Ruby is working to spread the word throughout North America that children of poverty need not suffer through an educational system oblivious to their needs. More than educators are heeding her message. Judges, social workers, ministers, community leaders and health professionals are all learning from Ruby’s work. A gifted synthesizer, Ruby presents her research and observations in such a way that many people experience “eye-opening learning,” enhancing their own abilities to help children of poverty succeed.

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About the Presenter

DIFFERENTIATING READING INSTRUCTION: REACHING EVERY READER WITH STRATEGIES THAT BUILD HIGH LEVEL THINKING

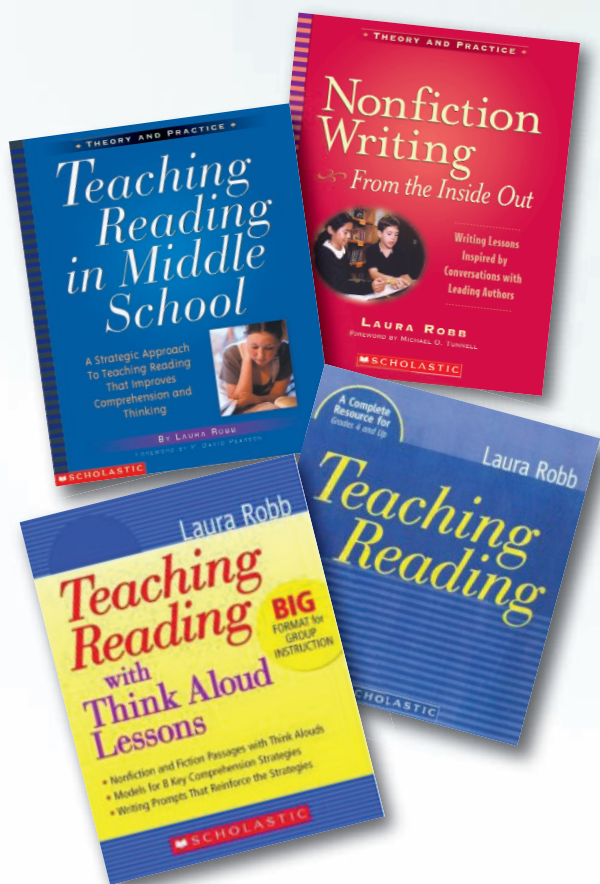
Grades 4-9

December 3, 2007: Marriot in Saddle Brook, NJ

In this hands-on, active learning workshop, participants will experience differentiating whole-class reading instruction by using short biographies. Starting with establishing routines and introducing the kinds of planning that support differentiation, Laura Robb will share and discuss with participants the planning template she uses. Laura will show with several interactive think alouds how the read aloud becomes the common teaching text when students read books at their instructional reading levels. Participants will see how an issue, a genre such as biography, and inferential reading strategies move students into high level thinking. In addition to developing open-ended prompts and questions that can be used to discuss any biography, participants will also develop queries that emerge from the issue to be explored. Laura will model how to apply strategies such as Questioning the Author, Determining Importance, and Making Inferences. Then she'll invite participants to each read a different biography and explore it through discussion and journal writing using the issue, open-ended biography questions, and reading strategies. In addition, participants will discuss the importance of formative, daily assessments and how these continually inform instructional decisions and interventions.

Laura Robb has written 15 books for teachers—her most recent titles are *Nonfiction Writing From the Inside Out: Lessons for Teaching all Elements of the Craft, Inspired by Conversations with Leading Authors*, *Teaching Reading in Middle School*, *Teaching Reading in Social Studies, Science, and Math*, *Grammar Strategies*, and *Lessons That Strengthen Students' Writing* (all Scholastic). Robb's latest Scholastic project is a binder called *Teaching Reading: A Complete Guide for Grades 4 and Up*. Robb has designed classroom libraries for Scholastic. She is presently working on a genre reading project for grades 6, 7, and 8 that will include trade books below, at, and above grade level as well as a booklet for organizing and managing instruction for three strategic reading groups. A co-author for The Great Source's *Daybooks* and *Sourcebooks*, Grades 2, 3, 4, and 5, Robb also co-authored The Great Source's *Summer Success Reading Program for Grades K-8*. Presently, Robb is the senior author of *Reading Advantage*, a Great Source program for middle and high school students who read two to eight years below grade level. She has just completed designing *Writing Advantage* for The Great Source, a scaffolded writing program for students in middle and high school. Robb is a keynote speaker at conferences all over the country and writes articles for education journals. She leads workshops on reading and writing for teachers throughout the United States in elementary, middle, and high schools.

LAURA ROBB



About the Presenter



USING PICTURE BOOKS TO MENTOR YOUNG WRITERS: A STUDY OF CRAFT

December 4: Grades K-2

December 5: Grades 3-8

December 4 & 5, 2007: Marriott in Saddle Brook, NJ

There are numerous mini lessons in a single book. Come explore how a carefully selected set of picture books can support young writers as they move toward confidence and competence. Picture books can be very valuable resources in the writing curriculum. We'll take a close look at the structural craft and the word level craft used by these artful authors. In this hands-on workshop, Lester cracks open the craft in one of his own picture books (*Saturdays and Teacakes*) to make his writing decisions visible. Through deep study of one book, he shows how to explore any text with greater understanding of author's craft in order to support your students' development as writers. You'll gain many ready-to-use mini-lessons to introduce your students to techniques and literary elements which will enliven and refine their writing.



Lester Laminack is a full-time writer and consultant working with schools throughout the United States. Lester is the author of many articles and books for teachers including *Learning Under the Influence of Language and Literature: Making the Most of Read Alouds Across the Day* and *Building Bridges Across the Curriculum with Picture Books and Read-Aloud* (Heinemann). Lester has also written children's books: *The Sunset of Miss Olivia Wiggins*, *Trevor's Wiggly-Wobbly Tooth*, *Saturdays and Teacakes*, and *Jake's 100th Day of School*.

About the Presenter

TEACHING REVISION TECHNIQUES THAT WORK *Grades 3-8*

PRESENTED BY GEORGIA HEARD, AUTHOR OF THE REVISION TOOLBOX



January 16, 2008 • Marriot in Saddle Brook, NJ

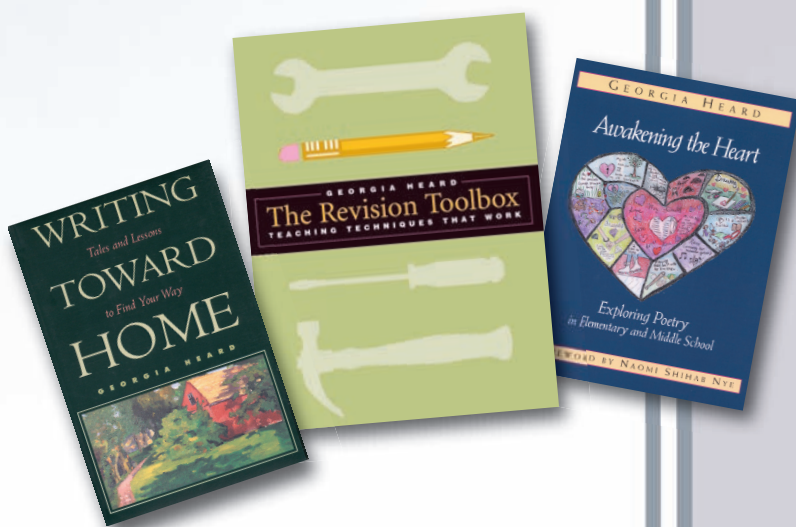
How can I get my students to write?" is one of the most frequently asked questions by teachers of writing. The key is to teach specific revision strategies that will enable students to "re-see" and reshape their writing on multiple levels, from word choice to organization. Using three main Revision Toolboxes- words, structure, and voice- this workshop offers dozens of specific tools to inspire students to revise their work. Teachers will gain ready-to-use strategies that help even the most reluctant writers to revise.

Georgia Heard is an internationally known writer, keynote speaker and educational consultant. Thousands of educators and writers have listened to Ms. Heard speak of her passion for poetry and writing. She has keynoted hundreds of conferences and given workshops on writing throughout the United States as well as in Sweden, Canada, and Southeast Asia and she has brought her love of writing to classrooms throughout the United States. Ms. Heard is the author of several books on teaching poetry and writing including her most recent title, *The Revision Toolbox: Teaching Techniques That Work* (Heinemann, 2002), the popular *Awakening the Heart: Exploring Poetry in Elementary and Middle School* (Heinemann, 1998), *Writing Towards Home: Tales and Lessons to Find Your Way* (Heinemann, 1995) and *For the Good of the Earth and Sun: Teaching Poetry* (Heinemann, 1987). For seven years Ms. Heard worked with New York City Teachers as part of the Teachers College Writing Project. She finished graduate work at Columbia University and while there was honored by the Academy of American Poets.

You Will Learn:

- How to teach specific revision mini-lessons
- How to integrate revision techniques into the writer's workshop
- How to develop effective conferring techniques to guide individual student's revision

GEORGIA HEARD



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About the Presenter

IMPLEMENTING EFFECTIVE WRITING CONFERENCES

Grades K-2



May 14: Marriot, Saddle Brook

Learn practical strategies for:

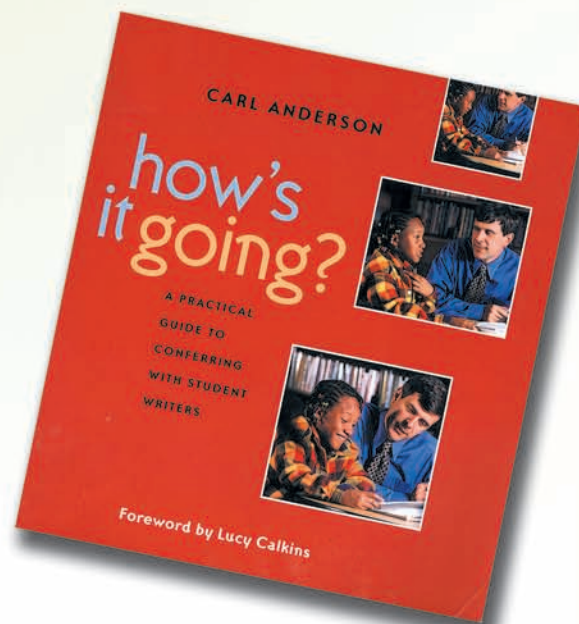
- Building a repertoire of specific conferring techniques to encourage students to revise their writing
- Conducting mini-lessons to lay the groundwork for effective conferences
- Using literature in your writing conferences to raise the level of students work
- Identifying and teaching to the individual revising needs of your students
- Conferring with diverse students who have a wide range of needs, strengths, and interests
- Planning more useful conferences for teaching skills and strategies
- Enabling your students to talk about their writing with confidence and competence
- Inspiring students to attempt new formats and crafting techniques

CARL ANDERSON

Carl Anderson is currently an education consultant and writer. He recently worked for Teachers College Reading and Writing Project at Columbia University as a Lead Staff Developer, providing staff development in the teaching of writing for teachers grades K-8. He spent school days in New York City elementary and middle schools demonstrating effective teaching in the writing workshop and coaching teachers.

As a national consultant, Anderson works with schools, districts and educational organizations around the country on writing curriculum and launching the writers' workshop.

Anderson taught for eight years in the Bronx, New York, Bardstown, Kentucky and Northbrook, Illinois school districts in grades five to eight.



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About the Presenter

IMPLEMENTING EFFECTIVE WRITING CONFERENCES

Grades 3-8



May 22: Marriot, Saddle Brook

Learn practical strategies for:

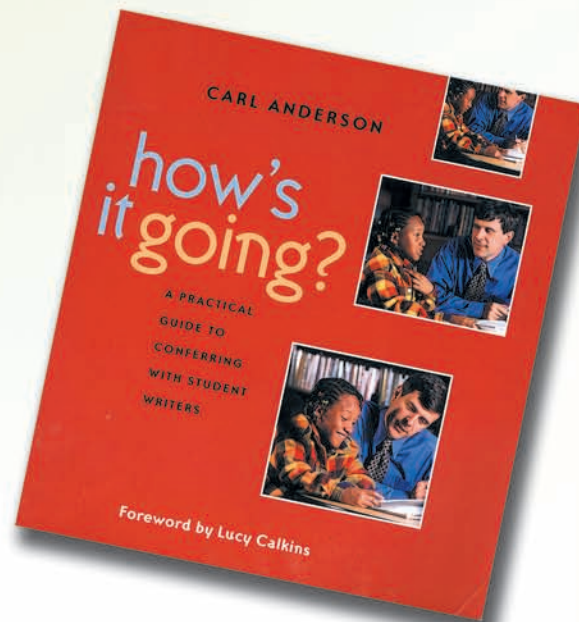
- Building a repertoire of specific conferring techniques to encourage students to revise their writing
- Conducting mini-lessons to lay the groundwork for effective conferences
- Using literature in your writing conferences to raise the level of students work
- Identifying and teaching to the individual revising needs of your students
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About the Presenter

EXPLOSIVE/NON-COMPLIANT CHILDREN AND ADOLESCENTS: IMPLEMENTING COLLABORATIVE PROBLEM-SOLVING

Grades K-12



February 21, 2008: Lakewood, NJ

In this workshop, Dr. Stuart Ablon will present, as an alternative to the traditional behavior management approach, a new conceptual and practical model that focuses on teaching skills aimed at improving self-regulation, affective modulation, problem-solving, flexibility, and frustration tolerance. This approach, emphasizing a proactive (rather than reactive) mindset, may be better suited to the needs of many explosive/non-compliant children and adolescents at home and in the classroom.

Participants will learn:

- How different explanations for and interpretations of explosive / non-compliant behavior can lead to dramatically different approaches to intervention.
- Why compliance does not come naturally to all children, and the disparate factors which may contribute to the development of explosive / non-compliant behavior.
- The importance of matching treatment ingredients to the needs of the individual children, families, and teachers.
- A conceptual and practical model of intervention for dealing more effectively with explosive / non-compliant children.
- The necessity of a multimodal, collaborative approach to intervention incorporating medical, psychological, educational, and social components.

J. Stuart Ablon Ph.D., is Associate Director of the CPS Institute in the Department of Psychiatry at the Massachusetts General Hospital and Co-Director of the Center for Collaborative Problem Solving where he specializes in the treatment of explosive, inflexible, easily frustrated children and adolescents and their families. He is also Assistant Professor in Psychiatry at Harvard Medical School. Dr. Ablon is co-author with Dr. Ross Greene of the forthcoming book, *Treating Explosive Kids: The Collaborative Problem-Solving Approach*. Drs. Greene and Ablon are also featured in the new DVD/video, *Parenting the Explosive Child*, that details the Collaborative Problem Solving approach. The Collaborative Problem Solving Approach, first described in the acclaimed book, *The Explosive Child*, has been featured on Dateline NBC, Good Morning America, The Early Show, and the Oprah Winfrey Show.



“This cutting-edge book provides a practical and easily understood guide for treating explosive children and adolescents. It presents an innovative, compassionate model that is very helpful in improving the quality of life for these kids and those who care for them.”

Michael S. Jellinek, MD



J. STUART ABLON

About the Presenter

EVERY MIND CAN BE ALIGNED: A POSITIVE APPROACH TO UNDERSTANDING AND MANAGEMENT OF DIFFERENCES IN LEARNING

Grades K-8



December 6, 2007: Lakewood, NJ

Different brains are differently wired, Dr. Levine explains. There are eight fundamental systems, or components, of learning that draw on a variety of neurodevelopmental capacities. Some students are strong in certain areas and some are strong in others, but no one is equally capable in all eight.

Dr. Mel Levine will discuss the most important brain functions needed for success in school. He will also examine the kinds of dysfunctions or weaknesses in various brain processes that can deter learning and cause a child to exhibit low levels of output.

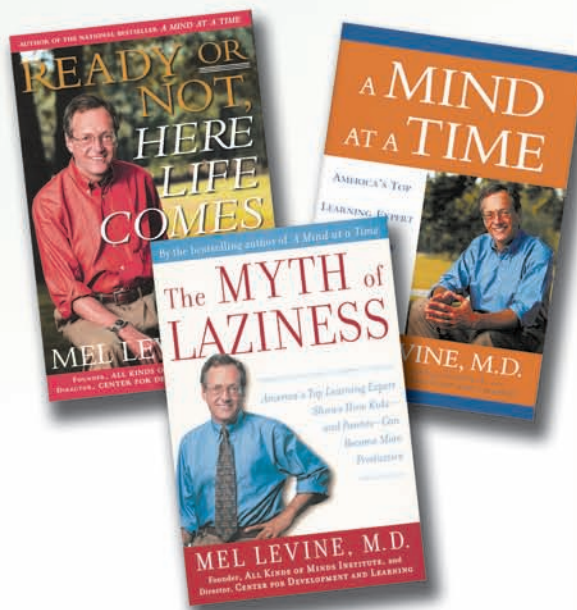
Using examples drawn from his own extensive experience, Dr. Levine will share many typical cases and the ways in which they are managed effectively.

Items To Be Addressed Will Include:

- Find out what regular classroom teachers can and should do to manage differences in learning among their students
- Gain many strategies for working with children's strengths and affinities
- Learn how to identify your student's strengths and weaknesses to determine their individual learning styles

Dr. Mel Levine is Co-Chair and Co-Founder of All Kinds of Minds, a non-profit Institute dedicated to the understanding of differences in learning. He is the author of several books, including *A Mind at a Time*, *The Myth of Laziness*, and his newest book, *Ready or Not, Here Life Comes*.

Over the past 30 years, Dr. Levine has pioneered programs for the evaluation of children and young adults with learning, development, and/or behavioral problems. The work of Dr. Levine has provided a comprehensive framework for understanding how all students learn.



DR. MEL LEVINE

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About the Presenter

REGISTRATION FORM

PLEASE CHECK THE LOCATION & DATE THAT YOU WILL ATTEND:

MARY EHRENWORTH: OCTOBER 23, 2007: MARRIOTT, SADDLE BROOK

OCTOBER 24, 2007: MARRIOTT, SADDLE BROOK

NOVEMBER 6, 2007: MARRIOTT, SADDLE BROOK

VIRGINIA LOCKWOOD: OCTOBER 29, 2007: MARRIOTT, SADDLE BROOK

RUBY PAYNE: NOVEMBER 26, 2007: MARRIOTT, SADDLE BROOK

LAURA ROBB: DECEMBER 3, 2007: MARRIOTT, SADDLE BROOK

LESTER LAMINACK: DECEMBER 4, 2007: MARRIOTT, SADDLE BROOK

DECEMBER 5, 2007: MARRIOTT, SADDLE BROOK

GEORGIA HEARD: JANUARY 16, 2008: MARRIOTT, SADDLE BROOK

CARL ANDERSON: MAY 14, 2008: MARRIOTT, SADDLE BROOK

MAY 22, 2008: MARRIOTT, SADDLE BROOK

■ **FEE** - \$175 per person. **Group Rate** is \$165 per person when five or more people register at the same time. **For groups of 15 or more, fee is \$155 per person.** No confirmation will be sent. Your cancelled check or credit card statement will be your receipt.

■ **CANCELLATIONS** one week prior to the workshop date, will be refunded less a \$15.00 cancellation fee. Later cancellations will receive credit towards an upcoming workshop. Substitutions are allowed at any time.

If workshop is cancelled due to inclement weather, the event will be rescheduled. Refunds will not be granted, but we will issue credit towards a future workshop.

■ **PAYMENT** is due prior to the workshop. Fee includes seminar registration, a personalized certificate of attendance, refreshments, and a resource handbook. On-site registration is available, if space allows. Please call ahead to check on space availability.

■ PROGRAM SCHEDULE

8:00-8:30 Registration, Refreshments

8:30-3:00 Workshop (lunch on your own)

■ **CREDITS** - One semester unit of graduate elective credit is available for this course through Chapman

University. The credit will require a follow-up assignment. Details and enrollment forms will be available at the workshop. Additionally, receive 5 Professional Development Hours for each workshop (provider #4289).



NAME _____

HOME ADDRESS _____

CITY _____ STATE _____ ZIP _____

PHONE _____

E-MAIL _____

SCHOOL _____

POSITION _____ GRADE _____

ADDRESS _____

CITY _____ STATE _____ ZIP _____

PHONE _____

METHOD OF PAYMENT

Please check off one of the following

REGISTRATION FEE: \$175

CHECK ENCLOSED PURCHASE ORDER P.O. # _____

Payable to Staff Development Workshops, Inc.

CHARGE MY MC VISA EXP. DATE _____

ACCT # _____

NAME AS IT APPEARS ON CARD _____

SIGNATURE _____

4 WAYS TO REGISTER:

1. Mail registration form to:
Staff Development Workshops
1427 14th St. • Lakewood, NJ 08701

2. Fax:
732-370-4978

3. Online:
www.sdworkshops.org

4. Phone:
732-367-8030
866-367-8030

MEETING SITES & ACCOMMODATIONS:

Please make your own hotel reservations directly with the hotel.
For directions please call hotel or visit hotel website.

SADDLE BROOK: Marriott • Garden State Parkway at 1-80 • 201-843-9500
Holiday Inn • 50 Kenney Pl. • 201-843-0600

Further Questions:

Call SDW at 732-367-8030 or email: info@sdworkshops.org

REGISTRATION FORM

PLEASE CHECK THE LOCATION & DATE THAT YOU WILL ATTEND:

GINNY LOCKWOOD: OCTOBER 30, 2007: LAKE TERRACE, LAKEWOOD, NJ

MEL LEVINE: DECEMBER 6, 2007: LAKE TERRACE, LAKEWOOD, NJ

STUART ABLON: FEBRUARY 21, 2008: LAKE TERRACE, LAKEWOOD, NJ

■ **FEE** - \$200 per person (includes lunch). *No confirmation will be sent. Your cancelled check or credit card statement will be your receipt.*

■ **CANCELLATIONS** one week prior to the workshop date, will be refunded less a \$15.00 cancellation fee. Later cancellations will receive credit towards an upcoming workshop. Substitutions are allowed at any time.

If workshop is cancelled due to inclement weather, the event will be rescheduled. Refunds will not be granted, but we will issue credit towards a future workshop.

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■ PROGRAM SCHEDULE

9:30-10:00 Registration, Refreshments

10:00-3:30 Workshop

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NAME _____

HOME ADDRESS _____

CITY _____ STATE _____ ZIP _____

PHONE _____

E-MAIL _____

SCHOOL _____

POSITION _____ GRADE _____

ADDRESS _____

CITY _____ STATE _____ ZIP _____

PHONE _____

METHOD OF PAYMENT

Please check off one of the following

REGISTRATION FEE: \$200

CHECK ENCLOSED PURCHASE ORDER P.O. # _____
Payable to Staff Development Workshops, Inc.

CHARGE MY MC VISA EXP. DATE _____

ACCT # _____

NAME AS IT APPEARS ON CARD _____

SIGNATURE _____

4 WAYS TO REGISTER:

1. Mail registration form to:
Staff Development Workshops
1427 14th St. • Lakewood, NJ 08701

2. Fax:
732-370-4978

3. Online:
www.sdworkshops.org

4. Phone:
732-367-8030
866-367-8030

MEETING SITES & ACCOMMODATIONS:

For directions please call:

LAKEWOOD: Lake Terrace • 1690 Oak Street • 732-370-8300

Further Questions:
Call SDW at 732-367-8030 or email: info@sdworkshops.org